**Launch Unit: Readers and Writers Workshop**  
*(September)*

<table>
<thead>
<tr>
<th>Transfer Goals</th>
<th>Enduring Understandings &amp; Essential Questions</th>
<th>Major Skills</th>
<th>NJSLS</th>
<th>Formative and Summative Assessment</th>
</tr>
</thead>
</table>
| TG1: Employ appropriate strategies to comprehend and analyze diverse text types. TG2: Engage in a reading community by identifying their own interests, areas of strength, and areas for growth, and then acting upon that knowledge to select reading material and share in discussions and recommendations with classmates. TG3: Produce clear, coherent writing that draws evidence from literary and informational texts to support analysis, reflection, and research. | EU1: Efferent and aesthetic reading have great value to the individual and enrich his or her ability to contribute meaningfully to society. EU2: Writers make choices to convey meaning and influence the reader. EQ1: How do my reading practices influence my life and my world? EQ2: How do writers use craft and structure to convey meaning and advance arguments? | - Textual evidence  
- Annotation  
- Active reading  
- Making relevant connections  
- Word connotation and denotation  
- Inference  
- Analyzing author’s craft  
- Reflective writing  
- Explanatory writing  
- Informal research  
- Collaborative discussions  
- Determining word meaning  
- Selecting reading material  
- Self-monitoring and reflecting on reading practices | Priority Standards  
RL.9-10.1  
RL.9-10.4  
RL.9-10.10  
RI.9-10.1  
RI.9-10.2  
RI.9-10.3  
RI.9-10.10  
W.9-10.2  
W.9-10.4  
W.9-10.5  
W.9-10.7  
W.9-10.9  
W.9-10.10  
SL.9-10.1  
SL.9-10.4  
SL.9-10.5  
SL.9-10.6  
L.9-10.5  
L.9-10.6 | Formative:  
- Teacher observation  
- Teacher anecdotal notes  
- Teacher created demonstrations of learning  
○ Admit Slips  
○ Prewriting exercises  
○ Quick writes  
○ Exit tickets and closure activities  
- Teacher-created assessments  
- Student self-assessments/reflections  
- Class discussions and student participation  
- Peer evaluations  
- Rubrics  
Common assessments: summative assessment Summative: Book Review Book Talk |

**Narrative Writing: Memoir**  
*(October-November)*

<table>
<thead>
<tr>
<th>Transfer Goals</th>
<th>Enduring Understandings &amp; Essential Questions</th>
<th>Major Skills</th>
<th>NJSLS</th>
<th>Formative and Summative Assessment</th>
</tr>
</thead>
</table>
| TG1: Identify the significance of events that shape the individual’s character and choices. TG2: Determine what makes a memoir engaging and appropriate to its audience. TG3: Adapt writing styles that reflect personal style and are appropriate to grade level. | EU1: Writers use a variety of techniques and tools to construct, reflect and convey meaning. EU2: Expressive writing allows writers to share thoughts, ideas, feelings, and questions about their experiences. EU3: Reflective writing allows writers to evaluate experiences, which acts as a vehicle for exploring and discovering new ideas. | - Writing on personal experiences that reflect a situation or observation and create structure to enhance the purpose  
- Sequencing a story  
- Evaluating minor and major events  
- Analyzing author’s craft and applying skills to reflect personal style  
- Collaborative discussions | Priority Standards  
RL.9-10.4  
RL.9-10.5  
RI.9-10.1  
RI.9-10.3  
RI.9-10.7  
RI.9-10.10  
W.9-10.3  
W.9-10.4  
W.9-10.5  
W.9-10.6  
W.9-10.10  
L.9-10.3 | Formative:  
- Teacher observation  
- Teacher anecdotal notes  
- Teacher created demonstrations of learning  
○ Admit Slips  
○ Prewriting exercises  
○ Quick writes  
○ Exit tickets and closure activities  
- Teacher-created assessments |
| EQ1: How do writers use various techniques, details, and sequencing to convey meaning? | ● Determining word meaning  
● Develop, strengthen, plan, revise, rewrite, edit  
● Vary sentence structure  
● Writing effect dialogue  
● Using vivid verbs | RL.9-10.2  
RL.9-10.3  
RL.9-10.4 |
| EQ2: How do writers use reflection to make sense of prior experiences? | ● Student self-assessments/reflections  
● Class discussions and student participation  
● Peer evaluations  
● Rubrics  
● Common assessments: summative assessment | Summative: Memoir |
| EQ3: How do memoirs help us understand our choices? | ● Active reading  
● Making relevant connections between texts  
● Recognizing word connotation and denotation  
● Inference  
● Annotation and analysis of text passages  
● Analyzing the relationships between characters in a text  
● Determining word meaning and its impact on theme  
● Analyzing how a theme is enhanced and developed by characters  
● Collaborative discussions  
● Recognizing allusions in a text and reflecting on the impact of it in a text  
● Introducing a topic and conveying information to make important connections | Priority Standards  
RL.9-10.1  
RL.9-10.2  
RL.9-10.4  
RL.9-10.9  
RL.9-10.10  
W.9-10.2  
W.9-10.9  
SL.9-10.1  
L.9-10.1 |
| Whole Class Lit Study: Power (November-December) | ● Teacher observation  
● Teacher anecdotal notes  
● Teacher created demonstrations of learning  
○ Admit Slips  
○ Prewriting exercises  
○ Quick writes  
○ Exit tickets and closure activities  
● Teacher-created assessments  
● Student self-assessments/reflections  
● Class discussions and student participation  
● Peer evaluations  
● Rubrics  
● Common assessments: summative assessment | Summative: Explanatory/Informative essay with a focus on literary analysis and theme |
| TG1: Analyze passages of text to understand how an author conveys theme and message. | EU1: Authors use characters to develop and enhance theme and message  
EU2: Authors use a variety of ways to develop theme including literary devices, word choice, conflict, and sequencing.  
EQ1: How does an author use character to develop theme?  
EQ2: How does an author use craft choices to develop and reveal theme and message?  
EQ3: How do writers explain an author’s message and support it with evidence from literary texts?  
| Power  
(October-December) | TG2: Analyze passages of text to understand how an author uses characters to develop and enhance theme and message. | TG3: Produce clear, coherent writing that draws evidence from literary texts to support analysis. |
**Book Clubs: When the World is Falling Apart: Do our individual actions matter?**  
(January-February)

| TG1: Contribute to discussions by providing meaningful material and evidence.  
**TG2: Autonomously collaborate with a peer group on a variety of tasks.**  
**TG3: Examine how authors’ choices are crafted to influence elements of the story.** | **EU1: External conflicts are essential to developing character.**  
**EU2: Effective collaboration involves delegation and leadership.**  
**EU3: Author’s choices are deliberate and intentional.**  
**EQ1: How does conflict drive the plot of a story and shape a theme or central idea?**  
**EQ2: How does a conflict within society affect a character’s identity and choices?**  
**EQ3: What are the elements of effective collaboration?** | **Close reading a text**  
**Annotating a text**  
**Identifying important information within a passage**  
**Utilizing textual evidence as support for arguments**  
**Identifying a theme**  
**Analyzing how conflict affects and reveals the overall theme of a story**  
**Analyzing character’s decisions as part of characterization**  
**Analyzing and identifying the sequencing of a text and its influence on the plot**  
**Characterization** | **Priority Standards**  
RL.9-10.1  
RL.9-10.2  
RL.9-10.5  
SL.9.10.1  
SL.9-10.1A  
SL.9-10.1B  
SL.9-10.1C  
SL.9-10.1D  
SL.9-10.5  
**Support Standards**  
RL.9-10.3  
RL.9-10.5  
W.9-10.1  
W.9-10.1A  
W.9-10.1B  
W.9-10.1D  
**Formative:**  
- Teacher observation  
- Teacher anecdotal notes  
- Teacher created demonstrations of learning  
  - Admit Slips  
  - Prewriting exercises  
  - Quick writes  
  - Exit tickets and closure activities  
- Teacher-created assessments  
- Student self-assessments/reflections  
- Class discussions and student participation  
- Peer evaluations  
- Rubrics  
- Common assessments: summative assessment  
**Summative:**
<table>
<thead>
<tr>
<th>Research: Readers as Questioners</th>
<th>TG1: understand that strong readers ask questions and</th>
<th>EU1: questioning while reading due to curiosity</th>
<th>Seven Sentence Paragraph or Deconstructed Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Collaborating within a group to set rules and discussions with peers</td>
<td>● Synthesizing multiple sources into one argument</td>
<td>Priority Standards</td>
</tr>
<tr>
<td></td>
<td>● Artfully debating and discussing ideas with peers surrounding a text</td>
<td></td>
<td>W.9-10.1</td>
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<tr>
<td></td>
<td>● Preparing for discussions with notes and developing questions</td>
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<td></td>
<td>● Continuing conversations with peers by asking relevant discussion questions</td>
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<tr>
<td></td>
<td>● Delegating and dividing work within a group</td>
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<td></td>
<td>● Setting guidelines and rules for student led discussions</td>
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<td></td>
<td>● Responding thoughtfully to diverse perspectives and debating ideas</td>
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<td></td>
<td>● Incorporating technologies into projects and presentations</td>
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<td></td>
<td>● Analyzing the effect characters have on the plot, theme, and conflict within a story</td>
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<td></td>
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<tr>
<td></td>
<td>● Supporting arguments with strong claims</td>
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<tr>
<td></td>
<td>● Identifying author’s craft</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>● Analyzing author’s decisions as deliberate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Analyzing the sequencing and order of a text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument &amp; Rhetoric (March-April)</td>
<td>TG1: Effectively communicate by employing a variety of approaches and techniques. TG2: Evaluate claims, rhetorical techniques, and persuasive appeals in an argument. TG3: Produce clear, coherent writing that draws evidence from literary</td>
<td>EU1: Effective arguments are carefully planned and constructed with specific elements of persuasion. EU2: Arguments appeal to audiences through the use of specific rhetorical devices. EQ1: How do writers and speakers persuade</td>
<td>● Active reading and annotation ● Making relevant connections between texts ● Recognizing word connotation and denotation ● Inference</td>
</tr>
</tbody>
</table>
and/or informational texts to support an argument.

**EQ2:** How do audience and occasion impact a speech?

**EQ3:** How does the mode of delivery shape the message?

**EQ4:** How do choices we make about language influence the style and effectiveness of our writing?

- Finding and selecting logical textual evidence
- Collaborative discussions
- Evaluating the effectiveness of an argument.
- Evaluating effective rhetoric through various mediums including video and audio
- Using rhetorical devices, word choice and text structure to effectively argue a particular point of view
- Editing, revising, and strengthening writing
- Using parallel structure
- Using a variety of phrases to add interest and variety to writing
- Using correct punctuation, including colons and semicolons
- Using correct spelling
- Varying sentence structure and length to add interest to writing

**Support Standards**
- W.9-10.9
- SL.9-10.3
- L.9-10.1
- L.9-10.2
- L.9-10.3

**Priority Standards**
- RL.9-10.9
- W.9-10.6
- W.9-10.10
- L.9-10.1
- L.9-10.A
- L.9-10.B
- L.9-10.5
- L.9-10.5A

| Whole Class Literature Study - Identity and Choice | TG1: Recognize how similar themes and ideas can be developed and expressed in different mediums.
| TG2: Analyze passages of text to understand how an author conveys theme and message. | EU1: Authors use characters to develop and enhance theme and message
| EU2: Similar themes can be expressed in different mediums
| EU3: Various representations of a single subject can differ in
| | - Active reading in various mediums
| | - Making relevant connections between texts
| | - Recognizing word connotation and denotation
| | - Inference
| | | Priority Standards
| | - RL.9-10.1
| | - RL.9-10.2
| | - RL.9-10.3
| | - RL.9-10.7
| | - RL.9-10.9
| | - W.9-10.9
| | - SL.9-10.1
| | - SL.9-10.2
| Formative: | - Teacher observation
| | - Teacher anecdotal notes
| | - Teacher created demonstrations of learning
| | ○ Admit Slips
| | ○ Prewriting exercises
| | | Support Standards
| | - RI.9-10.9
| | - W.9-10.6
| | - W.9-10.10
| | - L.9-10.1
| | - L.9-10.A
| | - L.9-10.B
| | - L.9-10.5
| | - L.9-10.5A

### Whole Class Literature Study - Identity and Choice
(April-May)

- **TG1:** Recognize how similar themes and ideas can be developed and expressed in different mediums.
- **TG2:** Analyze passages of text to understand how an author conveys theme and message.

| Authors use characters to develop and enhance theme and message
| Similar themes can be expressed in different mediums
| Various representations of a single subject can differ in
| Active reading in various mediums
| Making relevant connections between texts
| Recognizing word connotation and denotation
| Inference

**Support Standards**
- W.9-10.9
- SL.9-10.3
- L.9-10.1
- L.9-10.2
- L.9-10.3

**Priority Standards**
- RL.9-10.9
- W.9-10.6
- W.9-10.10
- L.9-10.1
- L.9-10.A
- L.9-10.B
- L.9-10.5
- L.9-10.5A

### Formative:
- Teacher observation
- Teacher anecdotal notes
- Teacher created demonstrations of learning
  - Admit Slips
  - Prewriting exercises

**Support Standards**
- RI.9-10.9
- W.9-10.6
- W.9-10.10
- L.9-10.1
- L.9-10.A
- L.9-10.B
- L.9-10.5
- L.9-10.5A

**Priority Standards**
- RL.9-10.9
- W.9-10.6
- W.9-10.10
- L.9-10.1
- L.9-10.A
- L.9-10.B
- L.9-10.5
- L.9-10.5A

**Activities**
- Teacher-created assessments
- Student self-assessments/reflections
- Class discussions and student participation
- Peer evaluations
- Rubrics
- Common assessments: summative assessment

**Summative:**
- Argumentative Writing Piece
**Poetry and Writer’s Craft**  
(May-June)

| **TG1:** Interpret and analyze figurative language.  
**TG2:** Employ a variety of craft moves to convey meaning through figurative writing.  
**TG3:** Apply knowledge of conventions and language to make effective choices for meaning and style | **EU1:** Poets employ specific elements of craft to convey meaning.  
**EU2:** Poetry embodies unique text features that differ from prose  
**EU3:** Poetry is accessible: written by everyday people and unlimited in scope and topic.  
**EQ1:** How does poetry as an art form uniquely represent meaning and experience?  
**EQ2:** How do poets use text features such as  | **TG3:** Synthesize texts from different mediums to conclude how they are alike and/or different.  
|  | meaning based on what is included or emphasized in the representation.  
**EU4:** People’s choices are driven by a variety of factors and those choices continually shape one’s identity.  
**EQ1:** How do we “read” and analyze a visual text to identify theme and message?  
**EQ2:** How do writers develop complex characters over the course of a written or visual text?  
**EQ3:** How does an individual advance the plot or develop the theme of a novel?  | **Finding and selecting logical textual evidence**  
**Distinguishing between strong text passages**  
**Annotation and analysis of text passages**  
**Determining word meaning and its impact on theme**  
**Identifying the theme of a story**  
**Analyzing how a theme is enhanced and developed by characters**  
**Comparing the representation of a theme in two different texts**  
**Collaborative discussions**  
**Comparing and synthesizing texts**  
**Recognizing allusions in a text and reflecting on the impact of it in a text**  |
| **Support Standards**  
RL.9-10.4  
RL.9-10.5  
RL.9-10.10  
W.9-10.4  
W.9-10.5  
W.9-10.10  | **Priority Standards**  
RL.9-10.1  
RL.9-10.2  
RL.9-10.4  
RL.9-10.6  
RL.9-10.10  
W.9-10.2  
W.9-10.4  
W.9-10.5  
W.9-10.6  
SL.9-10.1  
L.9-10.3  
L.9-10.4  
L.9-10.5  
L.9-10.6  | **Formative:**  
- Teacher observation  
- Teacher anecdotal notes  
- Teacher created demonstrations of learning  
○ Admit Slips  
○ Prewriting exercises  
○ Quick writes  
○ Exit tickets and closure activities  
- Teacher-created assessments  
**Summative:**  
- Quick writes  
- Exit tickets and closure activities  
- Teacher-created assessments  
- Student self-assessments/reflections  
- Class discussions and student participation  
- Peer evaluations  
- Rubrics  
- Common assessments: summative assessment  

○ Citing textual evidence to support analysis of a poem.  
○ Determining the theme of a poem and analyzing its development over the course of the poem  
○ Determining figurative and connotative word meaning in the context of a particular poem  
○ Analyzing the impact of a specific word choice  

○ Quick writes  
○ Exit tickets and closure activities  
- Teacher-created assessments  
- Student self-assessments/reflections  
- Class discussions and student participation  
- Peer evaluations  
- Rubrics  
- Common assessments: summative assessment
**EQ3**: How can I begin to make sense of abstract or figurative writing?

- Analyzing the point of view or cultural experience of a poet from outside of the United States
- Reading and comprehending grade-level poems
- Writing analyses of poems that introduce a topic, develop the topic with well-chosen quotes from the text, link ideas clearly, and provide a conclusion that conveys the significance of the topic.
- Revising, editing, and rewriting
- Making purposeful choices with words in original poems

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**Modifiers/Accommodations**

**Supports & Interventions**: American Reading Company and Newsela leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.

**Enrichments**: Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student’s readiness, interests, and/or learning styles, expended open-ended abstract questions. [Gifted Programming Standards](#)

**ELL supports**: SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. [If/Then Resource](#)

**Special Education**: Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading

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**Interdisciplinary Connections**

**CRP Standards**
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 21st Century Life and Careers

<table>
<thead>
<tr>
<th>Standards</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.8.B.3</td>
<td>Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</td>
</tr>
<tr>
<td>9.2.8.B.4</td>
<td>Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</td>
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<tr>
<td>9.2.8.B.5</td>
<td>Analyze labor market trends using state and federal labor market information and other resources available online.</td>
</tr>
<tr>
<td>9.2.8.B.6</td>
<td>Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</td>
</tr>
</tbody>
</table>

### Cross-curricular Standards


### Integration of Technology

- **Content-related websites, Internet, chromebooks, SMART Boards, Google apps, Prezi, video streaming, Actively Learn, FlipGrid, Pair Deck, Whiteboard Animation, Padlet, Newsela**

### Technology Standards

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web)
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.